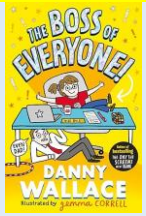
Medium Term Planning – Class 3 – Spring 1

	Overview/Topic	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Key events		**w/c 05.01.26**	**w/c 12.01.26**	**w/c 19.01.26** (Weds-Fri Magdalen Farm)	**w/c 26.01.26** (Weds DofE day)	**w/c 02.02.26**	**w/c 09.02.26** (WoW week)
Life Skills	**Miss Adams Careers and Jobs Volunteering opportunities will also be undertaken as part of this unit**	**Careers & Jobs (Linked to Trips and Visits)** Linking activity between workplaces and jobs - who works where? How do we know someone is at work? Activity linked to uniforms, extension of this could be safety uniform or	**Careers & Jobs (Learning about jobs at school)** Investigate jobs at school- How many different roles are there? Where do they work? As well as asking young people currently doing work experience on and offsite.	**Careers & Jobs (Learning about jobs on visits)** Whilst on visits consider who is at work? What job do they do? Game - spot people doing different things- Can you see someone helping? Can you see someone serving a customer?	**Careers & Jobs (What am I good at Skills and Qualities) Careers & Jobs (Learning about jobs on visits)** Whilst on visits consider who is at work? What job do they do? Game - spot people doing different things- Can you see	**Careers & Jobs (What am I good at Skills and Qualities)** Learn about skills and qualities. Match their own skills and qualities to future job role ideas. Consider how work makes up part of adult life. What else would	**Careers & Jobs (Recap & ideas about own jobs)** What jobs are young people interested in now? Has this changed? Show a preference to a job they have seen. Link what they are good at to what they might like to do.

		personal protective equipment. Why do they wear this? Introduction to topic.		Can you see someone delivering something? Further research and learning at school. Video opportunities.	someone helping? Can you see someone serving a customer? Can you see someone delivering something? Further research and learning at school. Video opportunities.	you like to do? How much time will you spend doing all the activities that make up adult life?	
Life Skills	**Mr Shepherd and Mr Whelan** **Enterprise**	**(Introduction to business enterprise)** What are the different roles/tasks required to run a business.	**(Start the company)** Come up with a company name and logo. What kind of company do you want to create. Think about company impact: carbon	**(Assign Company Roles)** Skills match students to the different company roles. Carry out interviews for roles. Assign roles. Roles can include-	**(Design a product)** Research and develop a product/s. What are you going to make? It can be a product and/or run an event. Produce production timeline (use	**(Market Research)** Conduct market research on product ideas. What ideas are popular? Think about pricing- what will people pay, how much will	**(Get Investment - Dragon's Den Style)** Produce a presentation you will give to the 'Dragons' to get the money you need to run your business.

			footprint, ethics, purpose etc. (may not be just to make money).	Finance, Admin, Marketing, Market Research, Production, Packaging, Advertising, Research and Development,	product launch date and work back)	you need to sell products to break-even, make profit? List and cost materials and equipment needed to begin full production.	
Offsite visit	**TBC – Proposed trips may be subject to change**	Library	Police/Fire station	Farm	Care home	Sports venue	Retail
Maths	**Number/Geometry/Statistics**	**Number** Fractions	**Number** Fractions	**Number** Fractions	**Geometry** Position and direction.	**Geometry** Position and direction.	**Statistics (1)**
English	**The Boss of Everyone**  Recount/Diary	**Hook** Team – building activities Exploration of different jobs Shadow someone's job in the school.	**Imitate** Story map of model text (recount of Joss's role as boss) Key vocabulary and comprehension	**Imitate** Role play of different tasks Box up text and analysis of key features	**Innovate** New plan, story map and boxing up of one of the employment areas that have been visited. Shared write.	**Innovate** Write own innovated version. Peer assessment Teacher assessment – feedback and improvement	**Independent** Plan independent recount on one of the employment areas that have been visited.

		Dragon's Den					Independent write (some)
Science	**Miss Bond** **Health and safety**	Identify different hazard symbols	Identify hazards when using equipment in a workplace	Safely use equipment under close supervision	Safely use equipment under close supervision	Locate in a particular workplace: fire exits fire safety points assembly points	Identify different types of fire extinguisher
PE	**Miss Adams** **Circuit training**	I can travel in a variety of ways	I can change the direction, level and speed of travelling	I can use a range of ball control skills	I can control movements using balance and co-ordination	I can use a range of movement skills in a circuit of activities	I can adapt and improve performance in a circuit of activities
RE	**Judaism and Christianity** **Mr Crump**	**How different religions celebrate their New year** Watch video then gather ideas about different religions working in small teams	**How different religions celebrate their New year** Teams complete research and share with rest of group.	**Special books- Torah & Bible** Compare holy books: Torah is the first part of the bible. It is written in Hebrew on a scroll. Why is their religion so different?	**Special places- Synagogue & church** Watch videos and note features: similarities? Differences? Do young people consider any places sacred to them? Why?	**Worship- Christianity & Judaism** Look at special clothing. Why is this important? What is prayer like in a synagogue/ church? Similarities and differences. Do young people have	**Review:** what has been our key learning. Check knowledge using Kahoot quiz.

						special places? Why special?	
RSHE	**Respectful Relationships and Consent** **Mr Crump**	What are personal boundaries, including appropriate and inappropriate touch?	What is consent and what is the law around consent?	What consent mean in a sexual relationship?	What is coercion? Explore scenarios to develop understanding of what is and isn't coercion	What is manipulation? Explore scenarios to develop understanding of what is and isn't manipulation	What does 'being pressurised' mean including peer pressure?
Computing	**Mr Whelan**	**Lesson 1 – Understanding Online Accounts** **Learning Objective:** We are learning what an online account is so that we can understand why it is important to manage our own account safely.	**Lesson 2 – Personal Details** **Learning Objective:** We are learning how to manage personal details in an account so that we can keep information up to date and safe. **Summary:** Pupils	**Lesson 3 – Login Credentials** **Learning Objective:** We are learning how to set and change secure login credentials so that we can keep our account private. **Summary:** Pupils practise creating	**Lesson 4 – Marketing and Communication Preferences** **Learning Objective:** We are learning how to set marketing and communication preferences so that we only receive information	**Lesson 5 – Reviewing Account Settings** **Learning Objective:** We are learning how to check account settings so that we can make sure our account is safe and works the way we want.	**Lesson 5 – Review of learning and contingency time.** **Learning Objective:** We are reviewing the learning so that we can close any gaps in our understanding

		Summary: Introduction to online accounts (email, shopping, gaming). Pupils learn why accounts store personal details and why it's important to manage them.	practise locating and editing personal details in a demo or practice account. Discussion about what is safe and unsafe to share.	strong passwords and changing them. Teacher introduces password safety tips and avoiding password sharing.	that we want. **Summary:** Pupils explore how to tick/untick boxes for email updates and notifications. Teacher explains "spam" and how to reduce unwanted messages.	**Summary:** Pupils review all aspects of a practice account (details, login, preferences). They check and adjust settings, then reflect on why this matters.	
Enrichment	**Miss Russell Gardening**	How do plants grow? Growing and caring for plants – Planting a seed, watering.		Looking after plants – watering, positioning to sunlight, temperature		Caring for a garden at home – what plants might we choose to have, and how do we care for these and grass	